**EVALUATION PROCESS**

**Initial Evaluation**

The referral process begins with a teacher, parent, and/or agency identifying a student in a general education program who is perceived as having a problem. In most cases, the student has previously gone through the pre-referral process. Any student between the ages of birth and 21, who has not graduated from high school and who resides within the school district, may be referred for a suspected disability. The referent – teacher, parent, student, and/or agency –shall have made very effort to assist the student and resolve the problem through extensive interventions over time.

*Members of the Guidance Team have 25 school days to substantiate a rationale for an evaluation. During this period of time, the following occur: file review, contact with referring source, and review of past and present interventions. If formal interventions have not been done over time, they should be instituted during this pre-referral time.*

*It is important to note that parent(s) must be notified and offered an opportunity to participate in all meetings with respect to the identification, evaluation, educational placement, and provision of free and appropriate education (FAPE) for the student.*

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| **PROCEDURES** | | **RESPONSIBILITY** | **TIMELINE** |
| 1. | Consent for evaluation is obtained from the parent/guardian and/or adult student. | Evaluation team | Begins 35 school day evaluation period. |
| 2. | Consent is received by the building contact person who dates it on the day it is received at the school. |  |  |
| 3. | The building contact person informs the evaluation team of receipt of consent form. |  |  |
| 4. | The evaluation team reviews existing evaluation data on the student; and based upon their review and input from the parent(s), identifies what additional data, if any, is needed to determine eligibility, present levels of performance, and educational needs of the student. | Evaluation Team, Parent(s) |  |
| 5. | Evaluation begins. The evaluation of a student should be in all areas related to the suspected disability. | Evaluation Team |  |
| 6. | During the course of the evaluation, if it becomes apparent that a related service may be needed, an evaluation team member will request evaluation by the appropriate related service provider. The consent form should indicate consent for the related service. |  |  |
| 7. | If an interpreter is needed for the evaluation and/or home communication, an interpreter will be obtained. | Evaluation Team |  |
| 8. | The team discusses results and determines if the student is eligible and requires specially designed instruction. | Evaluation Team | Ends 35 school day evaluation period |
| 9. | The evaluation report should be sufficient in scope to develop an IEP. | Evaluation Team |  |